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Designed primarily for use by teachers of vocational agriculture in developing and operating training programs to meet the educational needs of persons in agriculture, this bulletin is also for administrators, board members, advisory councils, and teacher educators. The content includes chapters on: (1) History and Objectives, (2) State Administration, Supervision and Relationships, (3) Local Administration, Supervision and Relationships, (4) The Department and Facilities, (5) Advisory Councils, (6) Activities, (7) Summer Programs and Contracts, (8) Supervised Agricultural Experience Programs in Vocational Agriculture, (9) The Future Farmers of America, (10) The Vocational Agriculture Program, (11) Policies Concerning Public Relations, (12) Responsibilities of Vocational Agriculture Instructors, and (13) A Guide to Curriculum Planning for Vocational Agriculture in Wyoming. (DM)

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A Policy Bulletin for Recommendations for Agriculture in Wyoming

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WYOMING TEACHERS OF VOCATIONAL AGRICULTURE

OCTOBER, 1967

FOREWORD

In 1957 the vocational agriculture instructors of Wyoming developed a policy bulletin which proved helpful to all persons associated with their program. Due to the fact that changes have been made in the agricultural occupations, both State and National, made it imperative that the bulletin be revised and brought up-to-date.

This publication is designed primarily for use by teachers of vocational agriculture in developing and operating training programs that will meet the educational needs of persons engaged, or preparing to engage in agriculture.

This bulletin should also be useful to administrators, board members, and advisory councils in helping instructors develop effective instructional programs to teacher educators in preparing courses of study for training and retraining instructors and to those who desire a sound basis for program analysis and evaluation.

PART I

Chapter I

History and Objectives

Vocational Education Defined

Vocational Education is that type of education which trains people directly for gainful employment and aids in keeping them employable. It is concerned with the development of skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and progress in employment on a useful and productive basis.

Objectives of Vocational Education in Agriculture

Vocational agriculture is an organized, systematic instructional program in agriculture for persons over fourteen years of age who are preparing themselves to enter an agricultural occupation. Its primary objectives are to increase farming proficiency and to enhance rural living opportunities through personal development in skill training and technical information necessary to make decisions for farming and rural living. Vocational agriculture also provides basic training for those preparing for service, technical and professional occupations related to agriculture.

Divisions of Vocational Agriculture

There are two divisions of instruction in the vocational agriculture program: (a) Day classes and (b) Out-of-school farmer classes. The aims of each are: (a) Day classes: To give guidance to high school youth in helping them in choosing farming as a vocation and to aid them in acquiring skills, abilities and understandings which will assist them in making a beginning in farming. Such skills, abilities and understandings also provide basic vocational training for young men who engage in occupations related to farming and for those who become professionally engaged in agriculture.

(b) Out-of-school farmer classes: To aid young farmer enrollees to become successfully established in farming through an organized systematic program of instruction and supervision; and it also aids established farmers to make progress in farming through short intensive courses based upon specific problems.

Classroom instruction and individual supervised agricultural experience programs, consisting of supervised farming and/or agricultural occupational experiences are supervised by the vocational agriculture instructor on individual farms or at supervised work stations are integral parts of the training for all enrollees in vocational agriculture courses.

Statement of Philosophy

The philosophy of Wyoming Vocational Agriculture Education is to accept students on their own level and prepare them for living happily and honorably in society through instruction and work experience in agriculture, mechanics, leadership, and by giving them guidance and direction in making life adjustments.

Further objectives are to give students knowledge and experiences so that they may possess the proper background and abilities to enter or advance toward employment in the many fields of agriculture.

Vocational Agriculture programs are significantly beneficial to those students who are planning to enter farming or ranching as owners, managers, renters, or employees; those planning to become owners, managers, supervisors, or workers in the servicing, marketing, and distributing occupations related to farming; and those preparing to enter continuing programs of education in Agriculture, either at the community college or university level.

Chapter II

State Administration, Supervision and Relationships

Administration of Vocational Agriculture at State Level

The State Board of Education is designated by law as the State Board for Vocational Education, and the State Superintendent of Public Instruction is designated as its chief executive officer. The State Director for Vocational Education, with approval of the executive officer, has the responsibility of administering the vocational education program in Wyoming.

Powers of the State Board of Vocational Education

The State Board for Vocational Education has the authority to cooperate with the United States Office of Education in the administration of federal vocational acts, to administer any legislation enacted pursuant thereto by the state, and to administer the funds provided by the state and federal government, for the promotion, aid and maintenance of vocational education in agricultural subjects. It has authority to appoint and to fix the compensation and pay the expenses of such officials and assistants as are necessary to administer the federal acts and laws of the state relating to vocational agriculture, and such compensation and other necessary expenses of administration paid from funds appropriated for this purpose.

Federal Acts as They Relate to Vocational Agriculture

Wyoming receives federal funds for vocational agriculture under the terms of the Smith-Hughes Act of 1917, the George-Barden Act of 1946, the Vocational Education Act of 1963 and subsequent amendments.

General provisions of the Smith-Hughes Act concerning agriculture include federal entitlement on a dollar-for-dollar matching basis to the state for instruction, supervision and teacher training. The instruction is of less than college grade and is designed for persons over 14 years of age who have entered upon or who are preparing to enter into an agriculture occupation.

General provisions of the George-Barden Act concerning agriculture include federal entitlement on a dollar-for-dollar matching basis. These appropriations, as far as instruction is concerned, are subject to the same conditions and limitations as are the appropriations of the Smith-Hughes Act.

General provisions of the Vocational Education Act of 1963 is to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-

time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

State Foundation Funds as They Relate to Vocational Agriculture

Through the Wyoming Foundation program an additional classroom unit is provided to school districts to foster and promote the existing Vocational Agricultural program.

The allotment received for vocational agriculture should be used in its entirety for the Vocational Agriculture program.

State Plan for Vocational Agriculture

Vocational agriculture is conducted in accordance with the standards, and provisions of the Wyoming State Plan for Vocational Education, which is a plan of operation drawn up under the direction of the State Director for Vocational Education and approved by the U. S. Office of Education. The plan is modified when occasion necessitates a change. Local programs of vocational agriculture are conducted according to the standards established in the state plan where state and federal vocational funds are used to aid in financing them.

Relationship of State Board to U. S. Office of Education

The relationship is one of cooperation. The State Board for Vocational Education submits a state plan for operation of the program to the U. S. Office of Education for approval. This approval is contingent upon compliance with the federal acts and standards established for conducting the program. Reports are made annually to the U. S. Office of Education on the use of federal funds which are appropriated to the state. Specialists from the U. S. Office and regional offices give professional help in up-grading the vocational agriculture program.

Relationship of State Board to Local School Boards

This relationship is again one of cooperation. Local school districts and public institutions which receive vocational funds do so in terms of the state plan. Professional help (by state vocational staff members) is provided by the state board to local districts and institutions to help them in up-grading their program of agricultural education.

Duties of State Director for Agricultural Education

The duties of the state director and his staff for Agricultural Education include determining vocational agricultural needs and supervising local programs. The director is the state advisor to the Wyoming Association of Future Farmers of America.

Teacher Education Relationships

The University of Wyoming is approved by the State Board for Vocational Education and the U. S. Office of Education for the prepara-

tion of teachers of vocational agriculture in Wyoming. Methods of teaching vocational agriculture are taught to young men who are preparing to become vocational agriculture teachers by the teacher educators. Employed vocational agriculture teachers receive in-service training through short summer conferences and campus courses. Federal vocational funds are reimbursed to the college for teacher training purposes.

Communication Channels between State Department and Local School Districts

The state director for agricultural education, as a representative of the State Board for Vocational Education, has close administrative and supervisory relationships with local school districts. Official problems at the state level, including supervision, finance and report making which concern the vocational agriculture program, are transmitted by the state directors to the local superintendent; from him, they go to the high school principal and, in turn, to the vocational agriculture teacher. Unofficial communications such as instructional aids and informational materials on vocational agriculture are sent directly by the state director to the teacher.

Chapter III

Local Administration, Supervision and Relationships

Powers of District Boards of Education

Local school boards are established according to state law and operate according to powers delegated to them by the state. School board members are elected by the people and, as such, are their representatives to conduct the affairs of the schools. The board is essentially a policy-making body. Its powers are legislative and, to some extent, judicial in character. As far as vocational agriculture is concerned, the board determines whether or not this program will be taught and the amount of money to be spent on equipment and building facilities. The board passes on a maintenance budget, approves the employment of teachers, and fixes the amount of their salaries. Board members have no power, as such, outside of board meetings except that assigned to them by specific action of the board. Each year this policy bulletin should be reviewed by the board in establishing policy with respect to the conducting of all phases of a program in vocational agriculture.

The Superintendent of Schools

Each district school board appoints a superintendent of schools. He, in effect, is the executive officer of the board. He handles the administrative details of the district for the board. He, as a professionally trained, experienced school person, makes such recommendations to the board as school building needs, equipment needs, curricular offerings, teachers and other employees, annual budgets and school organization. He is held responsible by the board to make the schools operate satisfactorily and efficiently. Vocational agriculture teachers have operating relationships with superintendents such as submitting budgets for supplies, equipment and travel; obtaining approval for out-of-district trips; conducting out-of-school programs and report making.

The High School Principal

The high school principal is a key person in conducting the vocational agricultural program and good working relations with him are important. A principal with an up-to-date community school concept may, among other things, do the following for vocational agriculture:

a. Uphold standards with respect to time and recruitment of high school enrollees.
b. Visit classes frequently and give the vocational agriculture teacher suggestions as to instructional procedures.
c. Make supervisory visits with the teacher and observe how the program is functioning in the field.
d. Make recommendations annually as to instructional supply needs, library needs, and purchases of equipment.
e. Encourage follow-up studies through keeping of permanent records and conducting research in terms of the needs of the program.
f. Follow-up on the implementation of state and federal programs available to the school.

Relationship of Vocational Agriculture Teacher to the State Director

The relationship between the vocational agriculture teacher and the state director is a close one from a professional standpoint. The teacher works closely with the director in professional improvement relationships. The director has a responsibility to observe the degree to which standards are being maintained. When these involve professional improvements within the realm of teacher responsibility, he counsels concerning them. Where they involve finance and administrative relationships, he counsels with the high school principal and superintendent.

Rural High Schools Are Community-Centered Institutions

Rural high schools are regarded as community-centered institutions and are established to meet the educational needs of high school students and adults residing in the community. Adults should be encouraged to use the high school facilities for educational purposes when they are not used by high school students.

Facilities for Conducting Vocational Agriculture Programs

Local school districts have the responsibility of furnishing facilities for conducting vocational agriculture programs where such programs are offered. Vocational agriculture is not required in the secondary schools, but when it is taught, adequate facilities are necessary. These include a classroom and farm shop properly equipped with laboratory space, storage space, instructional supplies, tools and power equipment. School policy should be established when facilities are to be used for other purposes than instruction in vocational agriculture.

Teacher Work Week

The number of days or hours which a teacher is expected to work each week is a concern of the district which hires the teacher. It is difficult to establish work standards in terms of hours, for good teachers in vocational agriculture work in terms of the job to be done.

Outside Work of Vocational Agriculture Teachers

It is always assumed that the primary responsibility of the vo-ag

teacher is his job in vocational agriculture. Recognizing that a man cannot serve two masters at the same time, it is suggested that all other work of vo-ag teachers be relegated to a secondary position. Farming activities, community service, or other activities of the teacher should be of such scope and nature as to not interfere with his job as a vocational agriculture teacher. Teachers with extensive business interests which seriously interfere with the efficiency of their work in vocational agriculture lose the support of students, citizens, and school authorities.

Teacher Contracts

Due to the fact that the vo-ag teacher is employed the year around, his contract may be a little different from that of some other teachers. School administrators and teachers alike may find it mutually desirable to have written in the contract or in the school policy such specific items as out-of-school class assignments, mileage rates, vacation time, summer school, and other items of concern, in addition to the usual contractual considerations. Definite understandings when contracts are made are desirable. It is recommended that vocational agriculture teachers' contracts be written for the period of July 1 to June 30.

Salary of Teachers

The amount of salary which a vocational agriculture teacher receives is a matter of local concern between the district and the teacher. In most areas of the country, a teacher is paid on the same basis during the summer as he is during the school year and is expected to do a job in the summer in terms of time and effort commensurate with that which he does during the school year.

Future Farmers of America

The Future Farmers of America (FFA) is a national organization of high school boys who are studying vocational agriculture. Each state has a state association and there are local chapters in the rural high schools. Some of the primary objectives of the organization are to develop rural leadership, practice cooperation, perform community service, and acquire habits of thrift and personal integrity. There are four degrees of membership in the organization (Green Hand, Chapter Farmer, State Farmer and American Farmer). State and national conventions are held annually. The activities of the Future Farmers of America are regarded as an integral part of the high school program of instruction in vocational agriculture. They are intra-curricular and not extra-curricular.

Reimbursement Policy

Where the local board of education desires to participate in state or federal vocational education funds on a reimbursement basis it is understood that:

a. The local board has approved the vocational agriculture program and is cognizant of its method of functioning in the school district.
b. The program will be conducted according to the provisions of the current state plan for vocational agriculture.
c. There is a definite understanding between the local board and vocational agriculture teacher (through contractual commitments or otherwise) as to their responsibilities in instructing and

supervising the program in vocational agriculture. Teachers should understand clearly that they are employees of the local district and not of the State Department of Education.

d. The local district or institution will furnish reports on time to the State Department of Education to show it is maintaining standards set forth in the Wyoming State Plan for Vocational Agriculture.

e. The vocational agriculture program, when approved by the local board, is regarded as an integral part of its educational program and shall receive adequate support in administration, supervision and promotion on the part of the board of education, superintendent of schools, high school principal or others assigned to these duties to the extent that the program will have sufficient opportunity to succeed.

f. Teaching less than full time vocational agriculture will not receive the same funds as a full time department.

Policy on In-District Supervision

Because of the nature of the vocational agriculture program, a State Superintendent of Public Instruction, a State Director of Vocational Education, a State Director of Agricultural Education and an Assistant Director of Agricultural Education are employed by the State Board to administer and supervise the program for the state as a whole. When these representatives work in a local district or institution, they do so upon approval of the superintendent or director. The official representatives of the state board have the responsibility of promoting interest in vocational agriculture and of determining whether the program as conducted in the local community meets the standards of the state plan. They also have the responsibility of promoting such programs through suggestions and providing resource materials and other means which will aid in the efficiency of the teaching and learning processes. In so doing, they operate within the framework of the policy as established by the local board.

PART II

Chapter IV

The Department and Facilities

In order for a department of vocational agriculture to function properly in a community it is essential that adequate rooms be provided with the needed equipment, illustrative material, and visual aids. These and other facilities should be provided and maintained by the local board of education. Whenever possible the unit should be a part of, or an addition to, the main building. Some recommendations that should prevail are: all facilities, supplies, equipment and tools should be used only for classes taught by the vo-ag teacher. Any use of these items should be through his approval.

CLASSROOM

1. The size of the classroom should be in relationship to the enrollment or scope of the program in the community. The minimum size of

the classroom should be large enough to accommodate the largest group using it.

2. The classroom should be so arranged that natural light illuminates the room.

3. The windows of the classroom should be so constructed that students cannot see out of them while in a seated position. They should be constructed so that light-proof blinds can be used to darken the room for projecting movies and film strips.

4. Fluorescent lighting is recommended for all artificial lighting. Industrial type fixtures should be provided.

5. Electric convenience outlets should be provided along the walls for service use. A minimum of one outlet every 12 feet is considered adequate.

6. The floor of the agriculture room should be of a material that is safe, attractive, and easily kept clean.

7. Heat should be thermostatically controlled within the room. It should be adequate and it is essential that it be quiet.

CLASSROOM EQUIPMENT

1. Chalkboards should be given foremost consideration in equipping the classroom. It is recommended that chalkboards be of a sliding double board type. This consists of a solid board built into the wall and a movable front board.

2. Bulletin boards should be of ample size and number. It is recommended that bulletin boards be constructed of sheet cork and trimmed with wood.

a. Cork bulletin board, strip twelve inches wide, should be immediately above and full length of the chalkboard.

3. Tables should be smooth and of the proper writing height. Desks are not recommended. It is recommended that enough tables be provided to accommodate the largest group using the facility. A maximum of four students per eight foot table and a demonstration table should also be provided.

4. A podium has proved most satisfactory for use in instructing in the classroom.

CLASSROOM STORAGE

1. A room for storing papers, books, charts and other teaching devices should be provided adjacent to the classroom. It is recommended that this room be a dark room for better storage of paper and texts.

2. Cabinets for the display of notebooks, books, bulletins, magazines and other classroom materials should be supplied.

3. A trophy or display case is needed. It is suggested that this case be built in a wall at the time of construction.

LABORATORY

1. Laboratory facilities in the classroom should include a sink with hot and cold running water, a gas outlet and an electrical outlet.

2. Sinks and cabinet tops should be acid resistant.

3. Adequate storage space with acid resistant flooring and cabinets with good locks should be provided.

4. Every student should have access to a laboratory apron for use in laboratory work.

5. The necessary equipment for the laboratory should be kept in

good working order. Rules of "good-housekeeping" should be followed at all times.

6. The over-all size of the laboratory and amount of equipment needed should be determined by the administrator and instructor on the basis of the enrollment.

OFFICE

1. It is recommended that each vocational agriculture department be provided with an office. This office should be so located that classroom and shop activities can be observed from it.

2. The office of the agriculture instructor should be large enough to conveniently provide space for a desk, legal size filing cabinets and counseling tables.

3. Provisions should be made for adequate lighting, ventilation, and electrical outlets.

4. Telephone in the office is essential.

5. Office windows should be so constructed to permit observations of the classroom and farm shop activities from a seated position inside the office.

TRANSPORTATION

1. The most desirable transportation would be for the school district to provide one vehicle large enough to safely accommodate a group for field studies and other allied activities.

2. It is recommended that the instructor's private car should not be used for the activities listed in item number one.

3. It is undesirable for student driven transportation to be used for these activities.

4. It is advisable for the board of education to carry adequate insurance for the full year on this vehicle.

5. The agriculture instructor shall ask permission to use this vehicle in time to have well planned events.

6. Never shall the instructor take it upon himself to give permission to a student to use this vehicle.

7. The instructor must be a lawfully licensed operator for whatever type of vehicle he operates.

MACHINERY AND EQUIPMENT

1. An instructor should never ask for equipment or machinery which he cannot adequately justify.

2. Machinery "ideas" should always be discussed with the administration before any contact is made with a local dealer.

3. A "plan-for-use" should be well prepared before any contact is made with the administrator or dealer.

4. A tentative work plan, including any loan or rent contracts, should be prepared.

5. Contact should be made with a local dealer and final decisions made by the school administrator before purchasing the equipment.

6. Machinery should be adequately insured by the district to prevent loss to the school district.

7. Adequate operating instructions and safety preventions must be taught before the machinery can be used by a student.

8. Many vo-ag departments are furnished a pickup on a loan basis from the local automobile dealer.

RELATED FACILITIES

1. All plans for utilizing related facilities should be drawn up by the students, administrator, school board and instructors.

2. All related facilities must present a definite teaching advantage.

3. The board of education and administration should be fully aware of all the related facilities.

4. It is recommended that adequate insurance and proper supervision be provided by the school for all related facilities.

5. Profits received from the operation of related facilities should be used for promoting FFA and vocational agriculture activities when the expenses are defrayed by the vocational department.

6. Complete and accurate records of the operations of related facilities should be kept and be available to the school administration at all times.

INSTRUCTIONAL SUPPLIES

1. The number of text books and bulletins should be such that "doubling-up" on one text or bulletin will not be necessary.

2. A number of basic texts are essential, but since texts quickly go out of date, care should be taken in their selection.

3. Professional books should be available to the instructor through the school district.

4. Since large portions of teaching should be done from "up-to-date" literature found in currently published articles, bulletins and magazines, it would be desirable to have the school subscribe to a number of agricultural publications and magazines that will come directly to Vocational Agriculture Departments.

5. Audio-visual equipment should be located in the department for classroom use, as it is an integral source of "up-to-date" information.

6. The approved list of instructional supplies to be purchased should be presented to the administrator and school board at the time of budgeting materials.

SHOP STORAGE

1. There should be adequate space provided for the storage of lumber, metal and supplies other than tools.

2. Space should be large enough so as to prevent piling up of materials in the shop as this will aid in keeping the shop clean and safe.

3. This space should be separate from but adjacent to the main shop floor area.

4. Supplies should be checked out by the boys and paid for through the central account system of the school.

5. Fireproof area should be provided for combustible materials.

SHOP AREA

The vocational agriculture shop should provide facilities adequate for light, drainage, approach, power, layout, entrance, painting, washing, venting and wall space. This will enable the instructor to teach the basic skills of using tools and equipment normally used in agricultural mechanics. Instruction should provide growth and development of boys into well rounded agricultural mechanics. Shops should be planned to provide the following:

1. Adequate space for projects, equipment, benches and wall cabinets. There should be room for free movement of pupils and teachers

around projects with reasonable amount of safety. The ceiling should be a minimum of 16 feet high.

2. Adequate lighting should be supplied. Artificial lighting should be fluorescent lights. Many agricultural shops are constructed without windows.

3. Access to the shop should be made available at ground level for large farm equipment.

4. Entrance and exit to the shop should be provided from the outside and from the classroom and office. The large door should be at least 12 feet wide by 14 feet high. A walkthrough door should be adjacent to the large door.

5. The floor drains should be of the trap type and of large enough capacity to facilitate washing floors and equipment.

6. When building a new shop, several plans should be considered.

7. Venting of the shop area should be adequate to eliminate smoke and fume hazards. This should be incorporated when the facility is constructed.

8. Wall space should be planned to incorporate lighting, benches, and tool cabinets.

9. Adequate electrical currents provided in the shop should consist of 115, 230 single and 230 three phase. Electrical convenience outlets should be accessible every 12 feet. No outlets in the floor. Overhead outlets are recommended.

10. A painting area should be provided. This should be enclosed with chemically treated, fireproof partitions, adequately ventilated and furnished with fireproof fixtures.

11. It is desirable to have adequate patios and concrete enclosures to store machinery and supplies outside in an enclosed area.

12. Emergency safety equipment should be available and easily accessible.

13. A complete set of the three electrical outside outlets be available.

14. Heat should be more than adequate so that building can be quickly reheated after large doors are opened.

TOOLS AND EQUIPMENT

The tools that are suggested can best be defined in a list available from the State Department of Vocational Agricultural Education.

WASHROOM AND LOCKER

1. The washroom and lockers should be an integral part of the shop.
2. The rest room should have adequate stools and urinals.
3. Individual lockers for each boy are most desirable.
4. Floors and walls should be constructed of waterproof material.
5. Every effort on the part of the instructor, students and other personnel should be made in helping the janitor maintain cleanliness.

Chapter V

Advisory Councils

An advisory council is an overall vocational agriculture department council. This group acts only in an advisory capacity.

When organizing an advisory council it should have from five to nine members who are farmers, civic leaders, one or more school board

members, and others in a position to render an advisory service to the department. The members would be nominated by the vocational agriculture teacher, approved by the administration, and appointed by the board of education. A nominating committee, on the other hand, may be appointed to make the nominations, with the appointments made as stated above. Appointments may be made for one year subject to reappointment, or for two or three years in staggered terms.

The council should operate within the framework of a written policy or constitution and by-laws. It should never mistake its functions as being other than an advisory council and work in cooperation with the school administration. Policy making is the responsibility of the board of education.

The instructors of vocational agriculture should work closely with the council chairman and secretary in preparing meeting agenda which should be sent to all members in advance. The teacher should not be the council chairman. The superintendent may be an ex-officio member. The instructor should call the meetings.

Chapter VI

Activities

Activities consist of such functions as the State Fair, State Judging Contests, State FFA Conventions, National FFA Conventions, regional contests, meetings and other allied activities. These various activities can be of great educational value to the student as well as the instructor. It would be advisable if the school administrator or a board member could attend some of these activities annually so that they may have a greater understanding of the merits of these activities. The following recommendations are suggested:

GENERAL RECOMMENDATIONS

1. Written consent of parents should be secured in advance for all Future Farmers who participate in official out-of-district activities.
2. All the boys attending these activities should be covered by school insurance. Health conditions of boys should be known.
3. All activities involving two or more schools shall be approved by the Wyoming High School Activities Association and eligibility lists will be sent to the Activities Association prior to competition by the boys.
4. A calendar of events should be drawn up and placed on the school calendar of activities well in advance of the activities, with the approval of the administration.
5. Administrators and parents should be encouraged to attend activities.
6. The same policy should be followed in financing these activities as is followed for other groups representing the school.
7. The instructor must assume full responsibility of their students while attending out-of-community activities.

STATE FAIR

1. Encourage all the chapters in the state to attend and exhibit at the State Fair.
2. Local instructors will be responsible for arranging transportation for boys and exhibits to the fair.

3. Only high quality exhibits should be entered.

4. Each boy is held responsible for care of his exhibits and facilities used during this activity.

5. Students' absence from school should be approved in advance through proper authorities.

6. The instructors should supervise the cleaning of the dormitory and see that the students conduct themselves as gentlemen.

7. Instructors must be in attendance when their students are exhibiting their projects.

8. All the rules must be followed that are listed in the Wyoming State Fair booklet.

STATE JUDGING CONTESTS

1. It is recommended that all vocational agriculture departments be present and enter every contest at the State Judging contests.

2. All FFA members are eligible to enter the contests, but they must meet the requirements for competition as set forth by the State and National FFA Organizations.

3. The instructor should never stress the preparation for these contests above his instructional program.

4. All rules must be followed that are listed in the contest manuals.

5. No team should enter a contest without sufficient and proper preparation for the contest.

STATE AND NATIONAL CONVENTIONS

1. All the boys who have earned trips to the conventions should attend these functions.

2. It is very desirable for the administrator and the instructor to accompany the students to the convention.

3. It is recommended that as many educational tours as possible be arranged during this trip.

4. Each member of the delegation should always keep in mind the FFA Code of Ethics.

5. All boys attending the national convention must have a national eligibility card signed by the school superintendent.

Chapter VII

Summer Programs and Contracts

To carry out a complete and efficient program of vocational agriculture in Wyoming it is necessary to conduct certain activities during the summer months.

SUMMER ACTIVITIES FOR VOCATIONAL AGRICULTURE INSTRUCTORS

1. Work in the community should be with townspeople as well as the rural people.

2. Visit supervised agricultural experience programs at crucial times during the summer. This develops a strong follow-up program of instruction for all-day students.

3. The teacher should make a community survey when necessary.

4. Develop a workable annual and long-time teaching program. All the administrators should be acquainted with it.

5. At the close of the regular school year each administrator should be supplied with a proposed calendar of events for the summer program.

6. Write timely articles for the newspaper on the activities and summarize the accomplishments of the year.

7. Field tours should be conducted to acquaint students, parents, agricultural workers and businessmen with each other and the activities of the department.

8. Pictures should be taken of the FFA activities in which the boys participate.

9. The instructor should make and collect visual aids for instructional purposes.

10. Make out a budget and requests for equipment, supplies and books.

11. New bulletins and materials should be filed during the summer.

12. A monthly report should be made and submitted to the State Director of Vocational Education, the superintendent and the school board showing accomplishments.

13. All the students should be encouraged to show their production projects at the local and state fairs.

14. There should be at least three FFA chapter meetings during the summer.

15. Professional improvement should be furthered through the teachers' conference work-shops or summer school. All vocational agriculture instructors are expected to attend the summer conferences.

16. Arrangements should be made during the summer for judging trips in the fall.

VACATIONS

1. A vacation should be taken when it is most convenient for the instructor to leave the affairs of the department.

2. It is suggested vacations be taken in two equal amounts, consist ing of two weeks each, unless this time is used for summer school.

3. The summer conference should not be considered as a portion of the vacation.

4. The time of vacation should be cleared through the administrator.

TEACHING CONTRACTS AND SALARY

1. It is desirable, and the department will prosper if the contracts are written for a period covering fifty-two weeks from July 1st to June 30th.

2. The salary should be the same as the other teachers in the system, but there should be an additional clause providing 3/9 additional salary for the three summer months.

3. There should be another clause in the contract providing for the mileage that the instructor receives for the use of his private car when used for school business.

4. Contracts should be prepared and signed by the fifteenth of April for the coming year.

5. Each instructor is expected to comply with the state's rulings for certification.

Chapter VIII

Supervised Agricultural Experience Programs In Vocational Agriculture

Adequate supervision is essential in the selecting, planning and conducting of the programs. Too frequently instructors believe that parents, employees and pupils know what is to be done and how to do it and that only a minimum number of supervisory visits are necessary. The better teachers of vocational agriculture are cognizant of the need for many effective supervisory visits.

Agricultural occupational experience programs will be carried on as an integral part of the vocational agricultural curriculum. It is strongly recommended that the agricultural occupational programs experiences of the boy should include productive projects whenever possible; also improvement projects and supplementary farm practices.

PRODUCTION PROJECTS

A production project is a business venture. It is undertaken for experience and profit. This project should involve the production of a crop or some type of livestock. In regard to production projects, these conditions should prevail:

1. The project should cover a period of at least six months each year or through the complete production cycle.
2. It should increase from year to year in size and scope whenever possible.
3. Each student must keep a complete set of records on his projects.
4. Students should have ownership and management of projects.

IMPROVEMENT PROJECTS

An improvement project is an undertaking involving a series of related activities which usually cover a relatively long period of time, designed to improve: (1) the efficiency of a farm enterprise, crop or livestock, (2) the whole farm business, (3) the appearance or real estate value of the farm, or (4) the comfort of the family farm.

SUPPLEMENTARY FARM PRACTICE

A supplementary farm practice is a farm job undertaken for experience or for the development of a skill, and it is in addition to the practices included in a pupil's production or improvement projects.

Placement For Agricultural Occupational Experience Programs

FARM PLACEMENT

When a boy desires certain types of farm experiences which are not available to him through production projects, improvement projects, and supplementary farm practices, he may work for a farmer as a means of obtaining these experiences. Placement of boys for farm experience and training is not often necessary. Placement for agricultural occupational experiences is often used for boys not living on farms but interested in securing these experiences. It is also used by boys whose home

farm facilities do not provide adequate opportunities for farming programs. Before a boy is placed on a farm for experience he should make sure that suitable facilities and opportunities are available on the farm for the type of experience he desires. Cooperative relationships between the employer, the parents, the teacher, and the boy are essential. The following conditions should be provided: (1) a good home, (2) a good farm, (3) arrangement of definite hours, and (4) a reasonable wage and responsibilities.

OFF-FARM AGRICULTURAL OCCUPATIONS

In those cases where it is impractical for a student of Vocational Agriculture to carry out a supervised production project, he may meet the project requirements through an off-farm agricultural occupations experience program. A student enrolled in this type of program is given employment in an agricultural business. He may continue employment until he has completed a prescribed training program.

Cooperative relationships between the employer, the parents, the teacher, and the boy are essential. The following conditions should be provided: (1) arrangement of definite hours, (2) a reasonable wage, and (3) definite and programmed responsibilities.

SUPERVISORY VISITATIONS

Supervision of the boys' supervised agricultural experience programs is essential in helping them plan their programs, and visits also provide a follow-up of classroom instruction. It bridges the gap between plans and decisions made at school and their actual application under conditions which are not ideal and which are usually subject to some change.

The number of teacher visits per month to the enrollees will vary. During the regular school year it is recommended that a teacher should visit at crucial times. This includes visits to in-school groups, young farmers, and adult farmers. The number of visits and total visits will vary as to conditions found in the local communities.

Chapter IX

The Future Farmers of America

I. THE CHAPTER

1. **Purposes.** The FFA is a national organization of boys studying vocational agriculture in the public secondary schools. It is an integral part of the total school program, serving as an intra-curricular activity. It is under the supervision of the teacher of vocational agriculture, who serves as FFA chapter advisor. FFA program supplements the programs of vocational agriculture, and it provides activities to give students of vocational agriculture experience which will enable them to serve as effective members in their communities.

A well-planned FFA program will provide incentives for better work in school and will develop qualities of leadership, cooperation, and thrift to better enable students to serve their communities in recreational and social areas. There is no clear line of demarcation between vocational agriculture and the FFA program as both contribute to the same objectives and supplement each other.

2. **Government.** The local chapter is an integral part of the school,

just as the glee club or football team. The sponsoring agency is the board of trustees of the school district, represented by the school principal and the agriculture instructor. Membership is limited to boys enrolled in vocational agriculture or to those who have completed all of the work offered.

Each local chapter has its own officers, its constitution, and its program of activities. The head of the vocational agriculture department is the local FFA chapter advisor. The only restrictions imposed upon the local chapter by state or national organization are minimum requirements for membership and advancement in degrees, requirements for keeping in good standing, and the use of the name and emblem of the FFA, which is copyrighted.

II. DEGREES

1. **Green Hand.** Any boy enrolled in vocational agriculture, who is developing a satisfactory supervised Agricultural Experience program, is entitled to the degree of Green Hand and is entitled to wear the bronze emblem.

2. **Chapter Farmer.** After satisfactory completion of the first year of vocational agriculture and after having held the degree of Green Hand, and having made or invested at least $50.00 in his supervised Agricultural Experience Program, a boy is entitled to become a Chapter Farmer and wear the silver emblem pin. Both the Green Hand and Chapter Farmer degrees are presented by the local chapter.

3. **State Farmer.** After satisfactory completion of two years of vocational agriculture, being currently enrolled in vocational agriculture, and having earned or invested from his supervised Agricultural Experience program at least $500.00, a boy may apply for the State Farmer degree. This degree is limited to 2% of the total state enrollment in vocational agriculture.

4. **American Farmer.** Any boy who has held the above three degrees and who has earned at least $1,000.00 from his supervised Agricultural Experience program is entitled to apply for the degree of American Farmer. Only one application may be presented to the national organization for the first 500 members, a second application for an active membership of 501 to 1,000, and one for each additional 1,000 members or major fraction thereof, who are enrolled in vocational agriculture in the state.

III. AWARDS

Each department is encouraged to take advantage of any awards and recognition available to help build an interest in farming and related agriculture.

1. **Foundation Awards.** Chapters are encouraged to have applicants each year for the cash foundation awards given for proficiency in the various areas of agriculture.

2. **Chapter Awards.** Chapter foundation awards and other chapter awards should be given by each local chapter as designated in its program of activities. These awards should be presented through the FFA Foundation, the local chapter, and local businesses.

IV. CONTESTS

It is recommended that all Future Farmers be encouraged to exhibit

and participate in all local contests, fairs, and shows consistent with the chapter program of activities and adaptable to the local school program.

1. **Local.** Some of the contests and shows in which the local chapter members might participate include county and district fairs, open-house demonstrations, practice judging contests, public speaking, and other inter-school contests where districts are established and it is feasible to participate.

The public speaking contest originates in a local basis with each chapter winner competing on a district basis. The district winners then compete with other district winners in the regional contest, and the four regional winners vie for state honors at the state convention.

Some contests on the local basis which are judged nationally are the Lincoln Arc Welding, Hoard's Dairyman Dairy Judging and the A. O. Smith Harvestore Contest. Local chapter members are encouraged to compete in these contests whenever feasible.

All local contests requiring longer than the regular class period should be held at a time when contestants need not be excused from other classes if possible.

2. **State.** Local chapter members should be encouraged to exhibit and attend the Wyoming State Fair. They should also be encouraged to meet local requirements to attend the State FFA convention. Eligibility rules and various contest rules can be found in the state contest bulletin.

V. SUMMER FFA CHAPTER TRIPS

It is recommended that summer educational trips be limited to one week or less with the chapter advisor assuming full responsibility as to supervision. It is further recommended that the school district provide buses for transportation and that all persons attending such a trip be provided with insurance coverage. A statement of permission should be signed by the parent or guardian for each boy prior to the trip.

All trips should be authorized by the local school administration. Recreation should be of such caliber that it would be acceptable in the local community.

VI. RECREATION

The Wyoming Vocational Agricultural Teachers' Association looks with favor upon the following types of recreation: Parent and son banquets, one of the major school dances, assemblies (the chapter members should present at least one during the year), picnics, hay rides, after-meeting gatherings. All recreational activities should be adequately supervised by the advisor and/or other school personnel, and all mixed-group activities should be chaperoned by parents or other capable adults.

VII. MEETINGS

It is recommended that FFA meetings be held twice each month during the school year and once each month during the summer vacation. The meetings should be held for the purpose of conducting FFA business, developing leadership, and to promote greater interest in agriculture. Planning and conduct of meetings should be the responsibility of the chapter officers.

VIII. PROGRAM OF ACTIVITIES

The purpose of the program of activities is to provide guidance for

the activities of the chapter during the year in the areas of supervised programs, cooperation, community service, earnings and savings, leadership, scholarship, recreation, public relations, conduct of meetings, and state and national activities.

Each chapter should develop a strong, workable program of activities, and this program of activities should be planned at the beginning of the school year for the entire year. Each chapter should file a copy with the state advisor and one with the local school administrator.

Chapter X

The Vocational Agriculture Program

I. PRORATION OF TEACHING TIME TO AGRICULTURE AND OTHER WORK

1. It is impossible for an agriculture teacher to do justice to his vocational agriculture program if he is overloaded with sponsorship of allied activities, repair of school equipment, and academic classes. However, like other teachers in the school system, he should be expected to carry his share of the total school program.

2. It is recommended that the teacher have one full period each day allotted for conference and planning.

II. CLASS SIZE

It is suggested that the class size be based upon the available facilities and should not exceed a number consistent with good teaching procedures. We feel that 16 to 20 should be a maximum load per class.

III. CREDIT FOR VOCATIONAL AGRICULTURE CLASSES

It is recommended that a total of 1½ to 2 credits be given each year per double period class and 1 credit for a single period class for the satisfactory completion of the classroom, farm mechanics, FFA, and supervised agricultural experience program.

IV. PLANNING THE VOCATIONAL AGRICULTURE PROGRAM

The vocational agriculture program needs to be carefully planned by the teacher before the beginning of school. Major areas of instruction should be carefully outlined with enough flexibility allowed within the respective areas to serve the needs of the students at the time of instruction. Needs of the individual student and of the group should determine the teaching program. Provisions should be made for the inclusion of other home, farm, community needs as sensed by the teacher during home visits.

V. INSTRUCTIONAL PROGRAM

1. The vocational agriculture program should be a four-year continuing program.

2. Course of studies should be flexible and subject to change to fit the needs of the class.

3. The program should be based on the State course outline and on the local needs as determined by a community survey.

4. Each year's work should be cross-sectional, including instruction in each area or enterprise with an inclusion of economic and biological principals based on the State course outline and the local needs.

5. The vocational agriculture program should include the four areas; agriculture science, farm mechanics, supervised farming, and Future Farmers of America work, including leadership training.

VI. TIME REQUIREMENTS

1. It is believed by the agriculture instructors that a true vocational agriculture program which will meet the needs of the community should be offered. It is recommended that two consecutive periods of instruction per day, five days per week, for each class each year be offered.

2. The time plan followed by the school should be arranged between the administrator, the agriculture instructor, and the state director for vocational agriculture.

3. Before deciding upon how much class time to allocate to vocational agriculture, the following points should be considered: Adequate time for field trips, completion of demonstrations, shop instruction and cleanup, allowing adequate time for resource people, and adequate time for discussion type of instruction.

VII. PRORATION OF TIME BETWEEN CLASSROOM AND AGRICULTURAL MECHANICS

1. Approximately 50% to 60% of the total scheduled time should be spent in the classroom on agricultural science, FFA, and supervised agricultural experience.

2. The remaining 40% to 50% of the class time should be devoted to agricultural mechanics.

VIII. FIELD STUDIES

1. Field trips should be planned as an integral part of the teaching program.

2. It is the duty of the agriculture instructor to follow school policy in arranging all field trips.

3. Items that must be considered in planning field trips are transportation, insurance, discipline, student clearance, safety, and making necessary arrangements with non-school persons.

IX. RESOURCE PEOPLE

1. Resource people should be used when they can further the teaching program.

2. These people should be approached well in advance of the time they are to appear on the program, and adequate preparations for their appearance should be made. Their appearance should be planned to meet their convenience whenever possible.

3. Adequate preparation and follow-up should be made for each resource person.

LIST OF TEACHER-STUDENT ACTIVITIES BY MONTHS

JANUARY—

National Western Stock Show - Denver, Colorado
State Farmer Application (Due February 1)
Union Pacific Scholarship Application (Due February 1)

FEBRUARY —

National FFA Week - (Week of Washington's Birthday)
State FFA Band

Chapter Contest
University of Wyoming Scholarships

MARCH—

Sears Community Service
District & Regional Public Speaking
Preliminary Project Report (Mar. 1)
Sheridan College Scholarship
Federal Land Bank Scholarship
Off-Farm Occupations
Hoard's Dairy Contest
Final Project Report (Mar. 1)
Elks Scholarships
County Commissioner Scholarships

Establishment in Farming Awards

Livestock Farming
Crop Farming
Agriculture Mechanics
Dairy Farming
Poultry Farming
Soil and Water Management
Farm and Home Electrification
Home Improvement
Ornamental Horticulture
Forestry
Agri-Business
Placement in Agricultural Production
Natural Resources Development

APRIL—

State FFA Convention
Sears Sheep Report
National Band and Chorus Applications

MAY—

Closing School Report (Include Program of Work)
Lincoln Arc Welding Contest
Regional FFA Foundation entry
American Farmer Application (Due at summer conference)

JUNE—

Honorary American Farmer
Harvestore, A. O. Smith Application
W V A Conference
Wyoming Hereford Field Day

JULY—

National Chapter Contest Application
National Farm Safety Week
State Angus Field Day

AUGUST—

County Fairs
State Fair Entries

SEPTEMBER—

Opening School Report
State Judging Contest (Study rules)
National Dairy Contest, Waterloo
Eligibility list to principal and State Activities Association
FFA dues payable

OCTOBER—

National FFA Convention
National Livestock Judging Contest

National Poultry Judging Contest
Regional Public Speaking Contest
W E A Convention

NOVEMBER—

DECEMBER—

NVATA and AVA Conventions

Local Activities (Throughout the Year)

Greenhand Degrees
Banquet
Judging Trips
Local Scholarships
Occupational Records of Students out-of-school
Chapter Farmer Degrees
Camping Trip
Chapter Contests
Chapter Program of Activities
Chapter Speech Contest
DeKalk Award for Chapter

Newspaper articles - Radio - TV Programs
Submit articles and pictures to State FFA paper
Eligibility (Sanction for all activities involving two or more chapters)
Summer Program made for administrators
Visits by State Officers

Chapter XI

Policies Concerning Public Relations

In order to carry on a successful vocational agriculture and FFA program, it is necessary that the vocational agriculture instructor develop a sound public relations program. This public relations program should be built through his connections with his students, parents, other teachers, the school administration, and with the people of his community.

The vocational agriculture instructor has many opportunities to further good relations with those with whom he comes in contact. This opportunity is largely dependent on the responsibility that the instructor assumes and upon his willingness to cooperate.

He should follow closely the creed of the teaching profession and the standards of ethics of vocational agriculture teachers. The vocational agriculture teacher lives by the following creed:

I am a teacher of vocational agriculture by choice and not by chance.

I believe in rural America: I dedicate my life to its development and the advancement of its people.

I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state and nation.

I will endeavor to develop professionally through study, travel and exploration.

I will not knowingly wrong my fellow teacher. I will defend him as far as honesty will permit.

I will work for the advancement of vocational agriculture, and I will defend it in my community, state and nation.

I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers in the school.

My love for farm youth will spur me on to impart something from

my life that will help make for each of my students a full and happy future.

I. PUBLIC RELATIONS WITH ADMINISTRATORS

The vocational agriculture instructor must feel that it is his responsibility as a member of the teaching profession to cooperate with the school adminstration in any way that will meet the needs of the school, the pupils and the community.

It is his responsibility to familiarize himself with the policies of the school. The instructor should make every attempt to see that any policies which affect his department are fully discussed and understood by himself and his administrators.

The vocational agriculture instructor should always follow lines of authority in expressing his needs or his complaints.

It is the duty of the vocational agriculture instructor to keep his administrator informed of his vocational agriculture and FFA activities. The teacher shall always receive prior approval from his high school principal or superintendent before each school trip.

II. PUBLIC RELATIONS WITH OTHER TEACHERS

The vocational agriculture instructor should be active in teachers' organizations.

He should encourage other teachers to become familiar with the vocational agriculture program and should include them in all possible activities.

He should ask the assistance of other teachers, when it is needed, and he should be willing to help others with their programs and activities.

As a professional teacher, the vocational agriculture instructor has the same professional status as other classroom teachers, and he should follow the code of ethics as prescribed by the teaching profession.

Other teachers should always be informed of vocational agricultural activities which will affect their programs.

He should keep informed of other teachers' programs and participate willingly when needed.

III. SCHOOL ACTIVITIES

The vocational agriculture instructor should cooperate in school activities and render his services when needed.

The schedule of events of the agricultural department should be posted on the school calendar as soon as possible.

IV. COMMUNITY RELATIONS

The vocational agriculture instructor is a member of the community and as such should become actively affiliated with community and civic organizations, especially those organizations in which rural people are involved. Teachers should not allow such activities to interfere with the efficiency of their work in vocational agriculture. Instruction and supervision in the vocational agriculture program is the teacher's first responsibility.

He should use the knowledge and experience of the community and be willing to ask for and accept sound advice.

In order to better his relations with the community, he should feel that it is necessary to visit with the people of the community, in addition to the visits involved with project supervision.

He should inform the community of the activities of his program through banquets, newsletters, special meetings, programs, and exhibits.

As the leader of the agricultural program of the school, the instructor should include community service projects in his program of activities to the extent that it does not interfere with his teaching program.

V. ATTITUDE TOWARD JOB

The first requirement of a successful vocational agriculture teacher is a happy life. A highly professional attitude is necessary in this regard.

Teachers should do a full day's work, but often cannot be held to a specific time schedule because of the nature of the job.

The vocational agriculture instructor must constantly guard against criticizing other parts of the school program to students, parents, or laymen. All criticisms should be presented to the school administration, and should not be carried outside of school.

VI. PUBLICITY

Publicity of the activities of the vocational agriculture program is needed. Media such as newspapers, newsletters, radio and TV should be utilized to the fullest extent, consistent with school policy.

The vocational agriculture department and the Future Farmers' chapter should contribute to the programs of civic groups and farm organizations, as these appearances build a better understanding of the vocational agriculture program.

VII. PROFESSIONAL EDUCATION ORGANIZATIONS

Teachers of Vocational Agriculture should become active members of the Wyoming Vocational Association, the American Vocational Association, the Wyoming Vocational Agriculture Teachers Association, the National Vocational Agriculture Teachers Association, the Wyoming Education Association, the National Education Association, and the Classroom Teachers organization.

Chapter XII

Responsibilities of Vocational Agriculture Instructors

This section of the Policy Bulletin is devoted to the formulation of a list of responsibilities of instructors, in the interest of a uniform and complete program. Included in this section are recommendations for the new teacher just beginning a job, a list of suggestions for teachers who are leaving a job, the vocational agriculture instructor's responsibility to the state office, the keeping of permanent records, and the development of the annual program of work.

I. SUGGESTIONS FOR NEW TEACHERS

Some of the responsibilities of the beginning agriculture teacher are outlined below:

1. Contact personnel related to the school and get acquainted with them. This would include the superintendent, the high school principal, and members of the school board.
2. Contact the outgoing vocational agriculture instructor at the

earliest convenience and obtain from him, insofar as possible, the following information:

a. A copy of previous year's lesson plans.
b. A list of activities which have been sponsored in the past.
c. A list of jobs taught in the classroom.
d. A list of key persons in the community.
e. The FFA secretary's and treasurer's records.
f. The names of FFA officers and members.
g. Information relative to the supervised farming programs of members.
h. Location of boys' work experience programs.

3. Become acquainted with teachers, custodians and others on the school staff as soon as possible.

4. Complete an inventory of the entire department as soon as possible.

5. Draft and mail an introductory letter to parents.

6. Become acquainted with service agencies such as the county agent, soil conservation service personnel, farm organization leaders, feed and implement dealers, neighboring agriculture instructors, and leaders of other youth organizations in the community.

Make use of public relations facilities by contacting local newspapers and radio stations and subscribing to the local paper.

8. Develop a course of study for the coming year, divided into weekly plans of teaching.

9. Become familiar with the responsibilities of the agriculture department.

10. Assume a share of school responsibilities and find out school policy on all matters and follow it.

11. Establish policies for the agriculture department. Don't be afraid to make changes, but proceed with care.

12. Contact prospective students on their home farms.

13. Maintain good relations with staff and custodians.

14. Don't criticize outgoing instructor.

15. Check school calendar and list FFA activities on the calendar as soon as possible.

II. RESPONSIBILITIES OF TEACHERS UPON LEAVING JOB

The outgoing vocational agriculture teacher should not feel that he has completed his responsibility to the school until he has completed the following:

1. Leave a complete inventory of the department.
2. Have all records up to date, including:
   a. A financial summary of the FFA chapter.
   b. The FFA secretary's records.
   c. Student information cards.
   d. Membership list of FFA members.
   e. List of FFA officers.
   f. State farmer list.
   g. Honorary member list.
   h. A list of key persons in the community.
   i. A copy of the program of activities of the chapter.
   j. A copy of the FFA constitution and by-laws.
   k. Permanent records of preliminary and final reports.

l. A list of jobs taught.
m. The advisory council list.
3. Introduce new teacher to teaching staff and community.
4. Don't mention personalities.
5. Don't drain FFA treasury before leaving.

III. RESPONSIBILITIES TO STATE OFFICE

1. Observe deadlines for filing reports.
2. Answer all correspondence promptly.
3. Be loyal to the state office and follow state policies. Refer to check list for all reports.

IV. PERMANENT RECORDS OF STUDENTS AND OF THE LOCAL PROGRAM

The vocational agriculture instructor owes it to himself and to his program to keep a complete set of permanent records. This itemized list of records should include the following:

1. Present enrollment records.
2. List of FFA officers.
3. The supervised farming program of each student.
4. A permanent record of preliminary and final reports.
5. The list of honorary members.
6. A list of the degrees held by present members.
7. A list of all state farmers, past and present.
8. A list of members of the advisory council.
9. A list of other people who are interested in the program.

V. PROGRAM OF ACTIVITIES OF THE VOCATIONAL AGRICULTURE TEACHER

It is believed to be a good practice for a vocational agriculture teacher to plan his entire work program for a complete year. It is also believed important for the teacher to present such a program to his school administrator and he in turn to present it to the board of trustees for approval. As an aid in developing a written program of work the following outline is recommended:

SUGGESTED OUTLINE GUIDE TO BE USED IN COMPILING PROGRAM OF ACTIVITIES

(Note) make in triplicate—original for school administrator, one copy for teacher's file, and one copy for State Director.

Title: PROGRAM OF ACTIVITIES IN THE VOCATIONAL AGRICULTURE DEPARTMENT AT ..... HIGH SCHOOL FOR THE YEAR ENDING ....., 19.....

Introductory Statement: In order that the school trustees and administrators may be informed of the year's activities of the vocational agriculture department and the instructor, this informative program is submitted for approval.

PART I. VOCATIONAL AGRICULTURE IN-SCHOOL PROGRAM

A. Yearly teaching plan
   1. Calendar and/or time distribution sheet for each vocational agriculture class.
   2. Class room work (supervised study, laboratory, individual).
   3. Field trips and demonstrations.

B. Use of conference period or unscheduled time
C. Department maintenance
   1. Budget, ordering supplies and inventory.
   2. Construction in farm mechanics shop for classroom improvement.
D. Administration work
   1. Reports, records and filing. Summer reports, preliminary and final reports, and permanent records.
E. Program planning
   1. Teaching plans, long time plans.
F. Teacher, school, and community relationships
   1. Statement showing willingness and extent of cooperation.
G. School farm or chapter projects
   1. Brief statement regarding farm or projects as to scope and value as a teaching device.
H. Agricultural mechanics
   1. Type of program planned.
   1. Use of shop.
   3. Proposed method of handling tools and supplies.
   4. Method of handling money.
   5. Statement regarding shop and teacher time in school maintenance.
I. Supervised farming experience
   1. Follow-up of instruction.
   2. Planning farming programs.
   3. When and how of travel, and supervisory service calls.
J. FFA
   1. Statement as to duties of chapter advisor in standard activity program.
   2. Chapter meetings.
   3. Conventions, schools and contests.
   4. Statement of plans for travel, methods of defraying expenses.
   5. Financing FFA activity program.

PART II. OUT-OF-SCHOOL YOUNG FARMER AND ADULT FARMER ORGANIZED INSTRUCTIONAL PROGRAMS

A. Young Farmer instructional program
   1. Kind and number of meetings, place of meetings, subject matter, financial matters, supplies and materials, use of equipment and school shop.
   2. Field trips and studies.
   3. Use of outside instructional help.
   4. Young Farmer chapter activities.
   5. Application and reports.
   6. Follow-up of instruction.
B. Adult Farmer evening classes
   1. Subject matter, time and place, use of school equipment, use of outside instructional assistance.
   2. Reporting progress.
   3. Follow-up instruction.

PART III. SUMMER WORK ACTIVITIES

A. Supervision of agricultural experience programs

1. Plan for making supervisory service calls and general statement as to purpose.
2. Contact new agriculture students.
3. School farm or chapter project supervision.
4. Surveys.
5. Develop farm and home plan with Young Farmers.

B. Instruction
1. Statements regarding any of the following: Prepare or revise course of instruction, close senior project books, instruct young farmer and adult farmer classes, post permanent record cards, work with judging teams, plan department program of work, plan FFA program of activities, hold leadership conferences with FFA and Young Farmer.

C. Ordering
1. Statements regarding any of the following: Prepare department budget for year ahead, take department inventory, order new equipment, order replacement parts for broken equipment, order department supplies, order new approved reference books.

D. Professional improvement
1. Summer school, summer vocational agriculture teachers' workshop-conference.
2. Professional reading.
3. Prepare feature articles.
4. Collect, identify and mount weeds, seeds, and insects common to area.
5. Acquaint principal, superintendent, and board members with progress of vocational agriculture program.

E. Vacation
1. Time of vacation.

F. Public relations
1. Statements pertaining to any of the following: Reporting progress of vocational agriculture program to consulting committee, FFA chapter tour, young adult farmer tour, demonstrations, sponsoring exhibits, fairs or shows, news items for local or state press.

G. Department maintenance
1. Statements pertaining to any of the following: Repair shop equipment, refacing tables, revise bulletin files, rearrange rooms, renovate storage rooms.

PART IV. GUIDANCE AND PLACEMENT

A. Work done by teacher regarding the guidance of students

B. Placement responsibilities

PART V. ADVISORY COUNCIL

A. Plans for use of an agricultural advisory council in a complete vocational agriculture program

PART VI. MISCELLANEOUS AND NON-VOCATIONAL AGRICULTURE TEACHING ACTIVITIES

SIGNED..... .....
Vocational Agriculture Instructor Date

Approved..... .....
School Administrator Date

PART III

Chapter XIII

A Guide To Curriculum Planning For Vocational Agriculture In Wyoming

A need to re-plan the course of study for Vocational Agriculture in Wyoming has existed since the passage of the Vocational Education Act of 1963. This act liberalized and expanded the probable offerings to include preparation to enter off-farm as well as on-farm agricultural occupations. This replanning was done in light of new policies, recent terminology, and broadened concepts.

It has long been recognized that the teacher of Vocational Agriculture must assess the needs of his students and the problems related to agriculture as a primary step in adopting a course of study to fit the local situation. From pupil needs and agricultural situations, a local course can be devised which best meets the needs, interests, and abilities of students. Following a rigid stereotyped course of study for agriculture on a statewide basis would merely result in an academic course in general agriculture. This plan will lend itself to student teacher planning activities.

Each teacher in the final analysis must adapt the course of study to the needs of his students, to the problems found in the agriculture of the community, and to the frame work of the Wyoming State Plan for Vocational Education.

It is hoped that these criteria will form a valuable guide in course planning at the local level. It is suggested that teachers carefully study the criteria for programs of instruction and each year revise and update their courses of study to meet community needs and problems of individual students.

Due to the autonomy of the local school districts, many types of Vocational Agricultural programs are being conducted in the public secondary schools of Wyoming. To assist in scheduling the Vocational Agricultural program into the overall school instructional program, and to provide adequate time for field studies and shop classes, a statement of time planning was developed. The proportion of time devoted to classroom teaching activities should be fifty to sixty percent of the total time allotted for each class. This time should be spent in instruction in the areas of (1) animal science, (2) plant science, (3) agricultural business management, (4) supervised agricultural experience, (5) FFA, (6) agricultural occupations, and (7) safety. The remaining forty to fifty percent of the time should be devoted to agricultural mechanics which is separated into the following enterprises: (1) farm mechanics laboratory, (2) agricultural power, (3) agricultural structures, (4) agricultural machinery, and (5) agricultural services and utilities.

Double periods of the regular school day should be allotted to each vocational agricultural class to accommodate field studies to the agricultural businesses of the area and instruction in the farm mechanics shop.

It is suggested that Vocational Agricultural be a continuous four year program offered in grades nine through twelve as outlined in the policy bulletin. It is further suggested that subject matter be planned

by years through the utilization of the integrated scheme of constructing the course of study for each class.

REVIEW AND EVALUATION

In order to utilize this criteria for purposes other than a community program, it is desirable that during the next five years it also be used as a guide for developing a reporting form to determine what and how much agriculture is actually taught in Wyoming schools. From the information gathered it would be possible to review and evaluate the period covered and to make recommendations for future instructional programs in Vocational Agriculture.

Instructional Program of Vocational Education in Agriculture For Wyoming

I. CLASSROOM

A. ANIMAL SCIENCE

Enterprise	Typical Jobs
1. Beef	a. Selecting
2. Dairy	b. Breeding
3. Horses	c. Feeding
4. Poultry	d. Managing
5. Sheep	e. Marketing
6. Swine	f. Diseases
7. Other	

B. PLANT SCIENCE

Enterprise	Typical Jobs
1. Crops (Common to the area)	a. Selecting
2. Conservation	b. Managing
3. Range Management	c. Harvesting
4. Soils	d. Storing
5. Other (Gardening, Forestry & Horticulture)	e. Marketing
	f. Diseases

C. SUPERVISED AGRICULTURAL EXPERIENCE

Enterprise	Typical Jobs
1. Supervised Farming Programs	a. Planning and selecting supervised training program
2. Farm Placement	b. Keeping and using records
3. Supervised Occupational Experience	c. Placing for agricultural experience
	d. Planning training schedules and work agreements

D. FARM BUSINESS MANAGEMENT

Enterprise	Typical Jobs
1. Farm Accounts	a. Keeping farm records b. Determining family accounts
2. Budgeting & Analysis	c. Solving farm math d. Planning the farmstead
3. Manpower Utilization	e. Planning a farm insurance program
4. Financial & Legal Mgt.	f. Understanding legal land descriptions
5. Farm Organizations	g. Understanding farm law h. Farm appraisal
6. Governmental Programs	i. Writing a farm business letter
7. Purchasing & Marketing	j. Understanding tax systems (County, Federal & State)
8. Other Farm Business Mgt.	k. Buying and selling agricultural products l. Understanding farm organizations and government program m. Financing rural businesses n. Determining income possibilities for recreational purposes

E. FUTURE FARMERS OF AMERICA

Enterprise	Typical Jobs
1. Supervised Farming	a. Becoming acquainted with the FFA
2. Cooperation	b. Parliamentary procedure
3. Community Service	c. Jackets - Code of Ethics - Aims and Purposes
4. Leadership	d. Speeches
5. Earnings and Savings	e. Fairs, Awards and Contests
6. Conduct of Meetings	
7. Scholarship	
8. Recreation	
9. Public Relations	
10. State and National Activities	

F. AGRICULTURAL OCCUPATIONS

Enterprise	Typical Jobs
1. Production	a. Determining career opportunities in occupations
2. Service	b. Understanding employment regulations
3. Processing	c. Applying for employment

4. Marketing	d. Establishing employer and employee relations
5. Distribution	e. Developing desirable personal traits
	f. Understanding business ethics
	g. Surveying opportunities in agricultural occupations in the community

G. SAFETY

Enterprise	Typical Jobs
1. Agricultural Mechanics	a. Becoming acquainted with safe shop practices
2. Crops	b. Becoming acquainted with safe practices in handling farm chemicals
3. FFA	c. Conducting safety surveys
4. Livestock	d. Demonstrating safety practices to be used in operating farm machinery and equipment
	e. Becoming acquainted with safe practices in handling livestock

II. SHOP

A. AGRICULTURAL MECHANICS

Enterprise	Typical Jobs
1. Farm Mechanics Laboratory	a. Fitting Tools
	b. Identification of Tools
	c. Use of Common Shop Power Tools
	d. Arc Welding
	e. Acetylene Welding
	f. Drawing Farm Shop Plans
	g. Cold Metal Work
	h. Hot Metal Work
	i. Rope Work
	j. Soldering
	k. Establishing Home Farm Shop

	Typical Jobs
2. Agricultural Power (Electrical, Internal Combustion, Hydraulics)	a. Selecting
	b. Operating
	c. Adjusting
	d. Servicing
	e. Overhauling
	f. Storing
	g. Transmission of Power
	h. Constructing

	Typical Jobs
3. Agricultural Structures	a. Planning and bill of materials
	b. Constructing farm buildings
	c. Constructing farm equipment
	d. Maintenance and repair

	e. Building structures for soil and water f. Selecting materials
	Typical Jobs
4. Agricultural Machinery	a. Selecting b. Operating c. Adjusting d. Servicing e. Overhauling f. Constructing g. Storing
	Typical Jobs
5. Agricultural Services & Utilities	a. Electrical b. Plumbing c. Heating d. Lighting e. Ventilation

SAMPLE JOB

Getting Acquainted With Farm and Ranch Laws

1. How should ownership of land be transferred?
2. What rights in land are there?
3. How are water rights obtained? What do they cover?
4. How do laws pertaining to livestock affect the owners?
5. What is a bill of sale?
6. What is a mortgage?
7. What does the law provide concerning fences?
8. What is an affidavit?
9. What is a power of attorney?
10. What is a will?
11. What should be included in a contract?
12. List some school laws that apply here.

References: **Wyoming Ranch and Farm Law**—Stewart Brown
A dictionary

ENTERPRISE: **Farm Management** JOB: **Using Credit** SAMPLE JOB

Steps	How To Perform
1. Where can money be borrowed?	1. Federal land bank, NFLA offices, banks, loan agencies, private individuals, life insurance, and P.C.A. companies.
2. How is a credit rating established?	2. Bills paid on time, credit one place, accurate records, use credit and repay on time, plan ahead inventory annually and have a credit statement.
3. What kind of loans are there?	3. Personal, installment, real estate, business, agriculture (livestock, machinery, land crops, personal items), short or long term loans.
4. What is money loaned on?	4. Livestock, machinery, land, crops and personal items.
5. What sort of security is required on a loan?	5. Anything that will cover value of loan.
6. How much money can be borrowed?	6. Borrower's securities, purpose, credit rating, income, economy of the time and time of repayment.
7. What are the costs involved in borrowing?	7. Interest, paper work and recording fees.
8. What interest is charged on various loans?	8. 4½% land, 6% livestock, 8% cars, etc., 8% on personal loans.
9. What establishes the interest rates?	9. Demand, economy of times, risks, and government banks.
10. How are loans repaid?	10. Monthly, semiannually, annually, or enterprise cycle.
11. What provisions are made for extension of loans?	11. By signing an extension slip or rewrite the loan.
12. How long can money be borrowed?	12. Up to forty years on certain items.
13. What provisions are made for accident or death?	13. If the loan has a provision it will be paid in full.
14. How does credit fit into modern agriculture business?	14. Most farms and ranches operate on borrowed capital and most units borrow large sums of money.
15. What are pitfalls of credit?	15. Over borrowing and borrowing on risky enterprises.
16. How do mortgages work?	16. Amount of loan should be around 80% of real value.
17. When and where should credit be used?	17. Credit is used in most large farm and ranch operations . . . short time enterprises or long time real estate loans.

References: **Financing Farm and Ranch Activities**—Farm Credit Bank, Omaha
Doanes Management Book
Doanes Magazines
Talk by local bankers

ENTERPRISE: **Farm Mechanics**

SAMPLE JOB

JOB: **Cleaning Electric Motors**

Steps	How To Perform
1. Equipment	1. Screw driver, mallet, adjustable wrench or set of sockets, naphtha solvent, oil or grease, cloth.
2. Disconnect from power source	1. Turn off circuit breaker or switch. Disconnect wires at motor switch.
3. Remove drive pulley	1. Loosen set screws, attach pulley puller and remove the drive pulley from the motor shaft.
4. Remove bell housing	1. Remove the bolts that run through both end-bell housings. 2. Mark the end bells with a center punch so they may be easily assembled. 3. Loosen and remove housing being careful not to bend starting switch.
5. Remove rotor	1. Loosen brush holder and remove brushes. 2. Remove rotor.
6. Clean motor	1. Blow out inaccessible dirt after wiping all parts clean with a dry cloth. 2. Use naphtha solvent to remove oil and gum. Blow dry.
7. Grease	1. Re-pack bearings with a good quality grease. Use SAE 20 oil for oil rings.
8. Reassemble	1. Replace rotor and bell housings.
9. Reconnect power source	1. Reconnect power source and test run.

RELATED INFORMATION:

Three types of motors: split - phase - light appliances

capacitor motor - saw - jointer

repulsion - induction motor - deep wells - large air compressor

SAMPLE JOB

Preventing Shipping Losses

Factors	Necessary Information
1. Feed and water	1. How should animals be fed and watered before shipment?
	2. How should salting be handled
	3. How must animals be fed and rested on rail shipments?
2. Loading	1. What equipment should be available?
	2. What precautions should be taken while loading?
3. Preparing car	1. How should car or truck be prepared for sheep, cattle and swine? Winter and summer?
	2. When are partitions necessary?
	3. Is underloading or overloading a problem?
4. Unloading	1. How should animals be unloaded?
	2. What care should animals have after unloading?
5. Truck or railroad	1. When should each be used?
6. Prods	1. What prods are recommended for use with sheep, cattle and swine?
7. Diseases	1. What diseases should be guarded against at shipping time? How?
8. Capacity	1. List average numbers of stock that should be put in cars or trucks.
9. Fairs	1. List the items that should be done for stock that are going to fairs.

References: **Preventions**—Waggoner

Preventing Losses in Handling Livestock—Agriculture Research Bulletin No. 20.

SAMPLE JOB

Diseases of Sheep

Factors	Necessary Information
1. Disease	1. What is a disease? 2. Make a chart showing disease, cause, symptoms, prevention, treatment, and age affected.
2. Symptom	1. What are common symptoms of a sick animal? 2. What are average temperatures of farm animals?
3. Sanitation	1. What sanitation practices should be used in a good sheep program? 2. What are disinfectants? 3. What ones may be used for different purposes?
4. Feeding	1. What effect does feeding have on disease?
5. Prevention	1. What are some common prevention practices? 2. Why are isolation and quarantine important? 3. How do you dispose of an animal carcass?
6. Vaccination	1. What is a vaccine, serum, and bacterin? 2. List the procedure for good vaccination.
7. Cause	1. What are some organisms that cause diseases? Describe each.

References: **Animal Diseases**—USDA Yearbook 1956

Keeping Livestock Healthy—USDA Yearbook 1956

Veterinary Guide for Farmers—Stamm

ENTERPRISE: **Legumes**
JOB: **Measuring Loose Hay In Stacks and Determining Tonnage**

Operation	How To Perform
1. Get necessary equipment	1. Secure tape, paper, pencil, string or rope, and weight.
2. Measure width	1. Measure both ends of stack 2. Add end measurements and divide by two for average width. 3. Answer is width or W.
3. Measure length	1. Measure both sides of stack. 2. Add side measurements and divide by two for average length. 3. Answer is length or L.
4. Measure overcast	1. Tie weight on string. 2. Throw weight over the center of the stack. 3. Pull string tight. 4. Tie a knot at the ground level on each side. 5. Pull string off stack and measure between knots. 6. Measurement is overcast or O.
5. Determine volume	1. Use formula: $\frac{O-W}{2} \times W \times L = \text{Volume (cu. ft.)}$ 2. Insert values for letters 3. Solve equation for volume of stack.
6. Determine tonnage	1. Select the correct cubic feet factor. 2. Volume divided by factor=tonnage.
7. Record answer	1. Write tonnage in a book for safe keeping and future reference.

RELATED INFORMATION

Wyoming Method:

Formula used: $\frac{O - W}{2} \times W \times L = \text{Volume}$

Cubic feet per ton (factor):

Kind of hay	30-90 days	Over 90 days
Alfalfa	512	512
Timothy	422	422
Timothy and clover	450	450

USDA Method:

Formula used:

Low round-top stack: $(0.52 \times O) - (0.44 \times W) \times W \times L = \text{Volume}$

High round-top stack: $(0.52 \times O) - (0.46 \times W) \times WL = \text{Volume}$

Square, flat-topped stacks: $(0.56 \times O) - (0.55 \times W) \times WL = \text{Volume}$

Kind of hay	30-90 days	Over 90 days
Alfalfa	485	470
Timothy mixture	640	625
Wild hay	600	450

SAMPLE JOB

ENTERPRISE: **Future Farmers of America**

JOB: **Getting Acquainted With The F.F.A.**

Factors	Information Needed To Apply Factors
1. History	1. In what year was the national FFA organization formed? 2. What state's program was used as a pattern in forming the national organization? 3. Who is called the father of FFA? 4. Where was the FFA organized? 5. Where are the national FFA conventions held? 6. What is the organization number of the Wyoming association?
2. Organization	1. Who can become members of FFA? 2. What are the degrees of membership? 3. What kinds of membership are there? 4. What are the offices in the various units of FFA? 5. How are these units financed?
3. Paraphernalia	1. What is included in full meeting paraphernalia? How and when is it used? 2. What are the aims of the FFA? 3. What are the first four lines of the creed? 4. What is the FFA motto? 5. How is the salute to the flag accomplished? 6. What are the five parts of the FFA emblem? 7. What are the FFA colors?
4. Constitution	1. What is the purpose of a local constitution? 2. How should it be drawn up?
5. Program of Activities	1. What are the nine headings of the FFA program of activities? 2. How is this program set up and how is it carried out?

Reference: **Official FFA Manual**, pp. 1 - 37

ENTERPRISE: **Farm Shop**
JOB: **Working Concrete**

Steps	How to Perform
1. Selecting material	1-1 Cement (Portland) should be easily pulverized
	1-2 Sand clean of trash and of varying sizes
	1-3 Gravel clean and varied sizes, free from organic matter
	1-4 Water should be clean from oil, alkali and sand
2. Amounts - cubic yards	2-1 12+3
3. Making forms	3-1 Made of smooth lumber for neat finish
	3-2 Forms well braced every 12" - 24" depending on size of wall
	3-3 Cover lumber to prevent sticking
	3-4 Be sure of no holes
4. Thickness	4-1 Most walls for farm use 6" - 8" thick
Depth	4-2 Foundations or footings 3' deep
Thickness	4-3 Barn floor - 4" - 6" Sidewalks - 3" - 4" Driveways - 4" - 6" Garage - 4" - 6"
5. Mixtures	5-1 Mortar - 1 cement - 2 sand Concrete - 1:2:3 1:2:2½ - 1:2:2
	5-2 The variation in the size of aggregate and the amount of each will determine the best mixture to use
	5-3 Cement - water ratio 1 - 5 water tight 1 - 6 average work 1 - 7 light duty
6. Reinforcing	6-1 Wire, old metal or rod
	6-2 Done at corners in floors above opening in the wall
7. Mixing concrete	7-1 Must have same consistency throughout
	7-2 1st water 2nd cement 3rd sand and gravel
8. Finishing	8-1 Use a wood trowel first
	8-2 Use metal trowel for smooth surface
	8-3 Use broom to make non-skid surface
9. Curing	9-1 Keep covered or damp for 3 - 7 days or longer
10. Removing forms	10-1 After concrete is well set
	10-2 Take time
11. Water tight	11-1 Use—1 - 5
	11-2 Material for water proofing can be used

References: **Farm Mechanics**—Phipps-McColley Scranton-Cook
Concrete—Portland Cement Company

SAMPLE JOB

ENTERPRISE: **Farm Management**
JOB: **Using Farm Organizations**

Questions

1. How is Farm Bureau organized?
2. What are the main policies of Farm Bureau?
3. What are some benefits of Farm Bureau?
4. How is the Grange organized?
5. What are the main policies of the Grange?
6. What are the benefits of Grange?
7. How is Farm Union organized?
8. What are the main policies of Farm Union?
9. What are the chief benefits of Farm Union?
10. What are the main types of farm co-operatives?
11. What are the advantages of co-ops?
12. What are the objections to co-op?
13. What are the advantages of belonging to a Farm Organization?
14. What must a member do to get the most out of a Farm Organization?

SAMPLE JOB

Legal Description and Location of Land

1. How can legal description be used?
2. What are the two methods used to describe lands?
3. What end of a map do you start to read from?
4. What survey is the meridian used in and what direction do they run?
5. Going east and west from a meridian, what is every six-mile tract called?
6. What imaginary lines run east and west?
7. Going north and south from the above line, what is every six-mile tract called?
8. What is each six-mile square tract called?
10. How many sections in a township?
11. Draw a township and number the sections.
12. How many acres in a regulation section?
13. What are fractional sections? Where are they found?
14. What are the usual subdivisions and how many acres in each?
15. Why isn't the metes and bounds system used more?

References: **Farm Appraisal**—Murray

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